

## MEYER CENTER FOR SPECIAL CHILDREN

1132 Rutherford Road  
Greenville, South Carolina 29609

GRADES	PK-2 Primary School	
ENROLLMENT	10 Students	
PRINCIPAL	Louise Anthony	864-250-0005
SUPERINTENDENT	Dr. Phinnize J. Fisher	864-241-3456
BOARD CHAIR	Tommie Reece	864-271-3619

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**EXCELLENT**

Absolute Ratings of Primary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	0	0	0	0

#### IMPROVEMENT RATING:

**GOOD**

#### ADEQUATE YEARLY PROGRESS:

**YES**

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)

[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Excellent	Excellent	N/A
<b>2002</b>	Excellent	Excellent	N/A
<b>2003</b>	Excellent	Good	N/A
<b>2004</b>	Excellent	Good	Yes

**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As approved by the United States Department of Education, a school with no grade above 2 meets the requirements for adequate yearly progress, providing that the school that the majority of those students attend in grade 3 meets the requirements for adequate yearly progress.

**PERFORMANCE RATING CRITERIA**

Student attendance rate	99.5%
Student-teacher ratio in core subjects	9.8 to 1
Percent of parents attending conferences	95.9%
Days of professional development in early childhood devoted exclusively to knowledge and skills in working with children less than eight years old.	9.2

**Type of accreditation:** *(More than one may apply)*

- ☐ Not pursuing accreditation  
☒ Conducting a self-study  
☐ State Department of Education  
☐ Southern Association of Colleges and Schools  
☐ American Montessori Society  
☐ National Association for the Education of Young Children

# SCHOOL PROFILE

	Our School	Change from Last Year	Primary Schools with Students Like Ours	Median Primary School
<b>Students (n= 10)</b>				
First graders who attended full-day kindergarten	N/R	N/C	100.0%	98.4%
Retention rate	4.5%	N/A	7.9%	4.5%
Attendance rate	99.5%	Down from 100.0%	96.5%	95.9%
With disabilities other than speech	0.0%	Down from 100.0%	6.5%	3.3%
Older than usual for grade	0.0%	N/A	1.2%	0.3%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n=)</b>				
Teachers with advanced degrees	N/A	N/A	47.7%	52.9%
Continuing contract teachers	N/A	N/A	85.1%	91.2%
Highly qualified teachers**	N/A	N/A	92.9%	100.0%
Teachers with emergency or provisional certificates	N/A		1.5%	0.0%
Teachers returning from previous year	N/A	N/A	91.4%	89.3%
Teacher attendance rate	90.2%	Down from 92.4%	93.2%	94.8%
Average teacher salary	I/S	I/S	\$40,223	\$40,249
Prof. development days/teacher	9.7 days	Up from 8.2 days	11.3 days	15.7 days

## School

Principal's years at school	9.0	Up from 8.0	9.0	4.0
Student-teacher ratio in core subjects	9.8 to 1	No change	18.1 to 1	19.4 to 1
Prime instructional time	88.9%	Down from 92.2%	88.9%	89.4%
Dollars spent per pupil*	\$36,244	Up 23.4%	\$6,446	\$5,720
Percent of expenditures for teacher salaries*	59.8%	Up from 41.2%	66.0%	64.5%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Excellent	N/A	Excellent	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	93.2%	92.0%
Highly qualified teachers in high poverty schools**	93.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	
Student attendance rate in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

## Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

As a Charter School, ABC Enhanced Childcare Provider, United Way Agency and DHEC Rehab Facility, the Meyer Center has been positioned as a vital component of early childhood special education in Upstate South Carolina. The Center's interdisciplinary team, comprised of teacher, occupational therapist, physical therapist, speech-language pathologist and social worker, provide a comprehensive range of services for students to promote growth in all developmental areas. Supplementary services for parents include support groups, service coordination, school transition assistance and transportation services.

The Meyer Center is a unique health & human service agency within a preschool program. Families choose to enroll their children at the Center for the high quality of services provided, including a student-teacher ratio of 3:1 and intensive therapy services based on a medical model. Individual Education Plans (IEP) are formulated with parents to establish annual objectives for each child. Strategies are then implemented to reach the established goals in the classroom, in therapy sessions and at home. During this school year, Meyer Center students achieved an average of 91% of education goals and 86% of therapy goals; and at year-end, 16 students were ready to transition into other local public school settings.

The Center recently applied for accreditation by the National Association for the Education of Young Children (NAEYC). Programs accredited by NAEYC receive professional and public recognition as providers of high quality care and education for young children.

The Meyer Center staff and Board of Directors have made a professional commitment to ongoing self-evaluation and improved service delivery. This pledge of quality assurance will enable the Center to continually enhance its mission and address the need to provide quality care and education for preschool children with disabilities, so they will be ready to be successful at higher levels of performance.

Louise Anthony, Director

**EVALUATIONS BY TEACHERS**

	Teachers
Number of surveys returned	0
Percent satisfied with learning environment	N/R
Percent satisfied with social and physical environment	N/R
Percent satisfied with home-school relations	N/R